REPORT RESUMES

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FLORIDA STUDY OF TEACHER EDUCATION, AN EVALUATION OF THE PRESERVICE PROGRAM.

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HOW TEACHERS FEEL ABOUT THEIR PRESERVICE EDUCATION WAS EXPLORED. INFORMATION WAS GATHERED FROM APPROXIMATELY 3,000 TEACHERS WHO TAUGHT FOR THE FIRST TIME DURING THE 1954-55 SCHOOL YEAR. DATA GATHERED INCLUDED EVALUATION OF THEIR OWN PRESERVICE PROGRAMS BY THE TEACHERS AND AN EVALUATION BY PRINCIPALS OF HOW WELL THIS PROGRAM EQUIPPED THE TEACHERS FOR THEIR JOBS. THESE DATA WERE, IN PART, CONVERTED TO NUMERICAL VALUES AND ANALYZED STATISTICALLY. AMONG THE GROUPS COMPARED WERE--(1) TEACHERS WHO RECEIVED PRESERVICE TRAINING IN THE STATE AND THOSE TRAINED OUTSIDE, (2) TEACHERS WORKING ON THE ELEMENTARY AND ON THE SECONDARY LEVELS, (3) THOSE HAVING DIFFERENT LENGTHS OF EXPERIENCE, (4) THOSE WHO ARE FULLY CERTIFIED AND THOSE WHO ARE NOT, AND (5) THOSE HAVING 4 YEARS OF TRAINING AS COMPARED WITH THOSE HAVING 5 YEARS OF TRAINING. IT WAS FOUND THAT MOST OF THE BEGINNING TEACHERS WHO ARE ISSUED TEMPORARY CERTIFICATES HAVE DEFICIENCES IN PROFESSIONAL PREPARATION. INSTITUTIONS PREPARING TEACHERS SHOULD MOVE AS RAPIDLY AS POSSIBLE TOWARD A 5-YEAR PROGRAM OF PREPARATION. THIS NEED NOT BE CONTINUOUS STUDY, BUT MAY PROVIDE A FEW YEARS OF INITIAL TEACHING BEFORE THE FIFTH YEAR IS COMPLETE. INSTITUTIONS AND COOPERATING PUBLIC SCHOOLS SHOULD INSIST THAT THE INTERNSHIP OR STUDENT-TEACHING EXPERIENCE BE CARRIED OUT UNDER THE MOST FAVORABLE CIRCUMSTANCES. THIS APPEARS TO BE THE MOST IMPRESSIVE PART OF THE PRESERVICE PROGRAM. (GC)

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FLORIDA STUDY OF TEACHER EDUCATION

An Evaluation of the Pre-Service Program

Florida Teacher Education Advisory Council

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State Department of Education
Tallahassee, Florida

Report Prepared by

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The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare.

1958

FOREWORD

The Teacher Education Advisory Council of Florida is a legal body established by the legislature to advise the State Board of Education and the institutions of the state relative to programs of teacher eudcation and certification. This council makes recommendations to the State Board of Education for certification standards and recommends to the teacher education institutions programs for teacher education. From time to time it conducts studies in different aspects of teacher education.

In 1955-56 it authorized a study of all beginning teachers in Florida. The purpose of this study was to secure data which would help evaluate the effectiveness of the pre-service program of teacher education and to determine the differences, if any, between teachers who were fully certified and those who had temporary or provisional certification. A committee composed of a representative from each of the teacher training institutions (for white teachers), representatives from the public schools, the State Department of Education, and the Florida Education Association was appointed to design and supervise the work of this study. It was agreed that the details of the study would be carried on by the Director of Teacher Education and Certification in the State Department of Education and the Dean of the College of Education at the University of Florida. The Dean served as chairman of the committee.

The initial cost of the study was paid by the State Department of Education and the various institutions in the state. After the study had proceeded for some time, a grant from the United States Office of Education made possible the tabulation of the data and the publication of the findings.

The Teacher Education Advisory Council is indebted to the State Department of Education and to the University of Florida for providing time of personnel to do the work necessary in developing this study. Moreover, it is indebted to the United States Office of Education, to the teacher education institutions in the state, white and Negro, and to the State Department of Education for contributing to the costs of this study. Without this cooperative support, this study would not have been possible.

/s/ W. J. Woodham, President
Teacher Education Advisory Council
Office of the Superintendent of Schools
Pensacola, Florida

PREFACE

When the Teacher Education Advisory Council authorized this study of teacher education in Florida and appointed a committee to supervise and direct the study, it was begun without any clear-cut knowledge of how the study would ultimately be financed. The State Department of Education paid the cost of all mailings and secretarial work necessary to get the materials to the principals and teachers of the state and provided the clerical work necessary for the initial tabulations. The institutions of the state paid the cost of the Minnesota Teacher Attitude Inventory for their graduates. Dean W. W. Cook, University of Minnesota, lent a number of copies of this inventory which were used and returned.

Mr. Horace Gray, a graduate student at Florida State University, served as part time research assistant to Dr. J. T. Kelley in the State Department of Education. They did all of the initial checking and tabulations that were done in that office. Without the conscientious work of Mr. Gray and Dr. Kelley, this study could not have been made.

After the data were collected in the State Department of Education and initial checks made, the material was transferred to the University of Florida where the Statistical Laboratory placed most of the data on IBM cards and made the statistical tabulations necessary for the interpretation of these data. Much of the details of the final stages of the study were carried out by Mr. Glenn McRae, a graduate assistant in the Office of the Dean of the College of Education at the University of Florida. Without his able assistance, it would have been impossible for me to have prepared the final manuscript which presents the findings of the study.

In general, this has been a cooperative undertaking involving large numbers of people, most of whom carried on their responsibilities in addition to a full time load of regular duties. This accounts in part for the rather lengthy period required to complete the study.

Below are listed the members of the Teacher Education Advisory Council Research Committee which planned the study and gave it general supervision.

/s/ J. B. White
Chairman

Teacher Education Advisory Council Research Committee

John R. Beery	University of Miami	Miami
Sister M. Dorothy	Barry College	Miami
Nelson S. Glass	Killarney Elementary School	Winter Park
Ed Henderson	Florida Education Association	Tallahassee
Miss Agnes Johnson	Florida Education Association	Tallahassee
E. L. Jones	Supervising Principal	Ocala
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CHAPTER I

OBJECTIVES AND PROCEDURES

This study of the beginning teachers in Florida was designed to determine the effectiveness of the pre-service programs of teacher education, and the relative effectiveness of the teacher who had completed the program as compared with the teacher who had completed only parts of the program. More specifically, the objectives of the study were: (1) to discover the difference between fully certified teachers and teachers holding Temporary Certificates as reflected by (a) the teacher's evaluation of his pre-service programs, (b) the principal's evaluation of the pre-service programs as revealed by the understandings and skills of the teacher, and (c) the teacher's attitude toward teaching and children as revealed by the Minnesota Teacher Attitude Inventory (hereafter referred to as the MTAI); (2) to discover the major areas of strengths and weaknesses in the pre-service programs as seen by teachers and principals; (3) to secure suggestions from beginning teachers and their principals for strengthening the pre-service programs; (4) to discover differences between teachers working in the fields of certification and those working in fields for which they are not certified; (5) to discover differences between teachers completing a pre-service program of five years and those completing a four-year program.

Plan of Work

Since this study was undertaken by a legal state agency which works directly under the State Superintendent of Public Instruction, all requests for data were sent under the name of the State Superintendent. All materials were distributed by the State Department of Education and re-assembled there, and initial compilations were made in that office.

At the outset of the study, it was determined that teachers who were teaching for the first time in the years 1954-55 and/or 1955-56 would be classified as beginning teachers. Since the study was concerned primarily with the effectiveness of the pre-service program, it was the opinion of the committee that teachers who had more than two years of experience would not reflect adequately the influence of the pre-service program. To illustrate, a teacher who works in a system with a good in-service program might be influenced greatly by the type of in-service education experienced.

The following definition of terms will assist the reader in understanding the terms which apply specifically to Florida:

Beginning Teacher--a teacher who has taught for the first time in 1954-55 and/or 1955-56.

Graduate Certificate--a certificate granted to a teacher who has completed four years of college and meets the requirements for regular certification which includes forty-five hours of general education, the required hours in the teaching field and a minimum of twenty hours in professional education including six hours of practice teaching.

Post-Graduate Certificate--a certificate granted to a teacher who has completed five years of college with a Master's degree and has met the requirements for a Graduate Certificate.

Provisional Certificate--a certificate granted to a teacher who lacks three to six semester hours of meeting the requirements for a Graduate Certificate. For the purposes of this study, those holding Provisional Certificates were placed in the same category as those holding Graduate Certificates.

Temporary Certificate--a certificate granted to a teacher who lacks more than six semester hours of meeting any of the requirements for a Graduate Certificate. This deficiency may occur in any or all of the three areas, general education, teaching field or professional preparation. Only college graduates are included.

Source of Date

The first task of securing data was to get the names of all beginning teachers in the schools of the state. To secure this list, a letter was sent to each county superintendent and blanks were enclosed on which he could list the names of the teachers who were classified as beginning teachers in his school system. This blank also called for the college from which the teacher graduated, the name of the school, and principal of the school in which the teacher was teaching. Replies to this request were received from all of the superintendents in the state, thus giving a complete listing of all beginning teachers for the two-year period. Using this list, an effort was made to secure the following data for each teacher: (1) the type of certificate, (2) the teacher's evaluation of his pre-service program, (3) the principal's evaluation of the pre-service program as indicated by the effectiveness of the teacher, and (4) the scores of the MTAI.

Since the type of certificates which were called temporary did not reflect any specific pattern of preparation, it seemed necessary to discover the extent to which the teachers who held Temporary Certificates had had professional training. Consequently, a list of the teachers who held Temporary Certificates was sent to each of the colleges in the state asking that their transcripts be examined to determine the extent of professional preparation.

Research Instruments

The instruments used to measure the effectiveness of the pre-service program were: (1) an evaluation form to be filled out by the teacher, (2) an evaluation form to be filled out by the principal, and (3) the MTAI.

The preparation of the evaluation forms proved to be difficult. The initial forms developed included an evaluation on a nine-point scale of the following items: (1) teacher personality, (2) general information, (3) knowledge of subject matter taught, (4) understanding of children and youth, (5) skills and methods of teaching, (6) skill in pupil-teacher planning, (7) understanding the nature of the learning process, (8) knowledge of sources of teaching materials, and (9) knowledge and understanding of community life, its mores and social institutions. In addition, open-end questions as follows were included: (1) What aspects of your college preparation helped you most? (2) What aspects of your training have proved of little or no value? (3) Are there areas of need in which you have received little or no assistance? (4) What suggestions do you have for improving the teacher education program? (5) Did you complete an internship? At what grade level, subject, and length of internship?

For the principal, an instrument including five general areas was prepared. The principals were asked to evaluate the teacher on a five-point scale on the following qualities: (1) personal and social qualities, (2) general information, (3) knowledge of subject matter, (4) professional qualities, and (5) over-all effectiveness of the teacher. For the principals, three open-end questions were listed: (1) List any areas in which the beginning teacher has done well. (2) List areas in which the teacher has had difficulties. (3) Indicate ways in which you believe the pre-service program of this teacher could have been improved. See Apendix for samples of these instruments.

These instruments were used in a trial run in a number of schools in several sections of the state; in fact, each institution was asked to make a trial run and to submit the completed instruments to the chairman of the committee in Gainesville. The results of this trial run indicated that neither teachers nor principals were very discriminatory in evaluating the pre-service program by broad general areas. It was reasoned, therefore, that if the instruments were revised and the areas broken down into more specific categories, a more accurate evaluation would be secured. Consequently, the instrument was re-worked into seven general categories, each listing from one to six sub-heads which described more specifically the type of information sought. It was decided, also, to request the principal to evaluate the teacher on exactly the same items on which the teacher evaluated his pre-service program. In each of these cases, the center of focus was on the pre-service program and its effectiveness in preparing the teacher to do his job. The seven areas in the revised questionnaire were as follows: (1) teaching personality, (2) general knowledge, (3) knowledge and understanding of the subject areas, (4) understanding of children, (5) understanding of the nature of the learning process, (6) knowledge of teaching materials, and (7) knowledge and understanding of the community. See Appendix for a sample of these instruments.

The MTAI was selected because this instrument appeared to be the most effective way of measuring the teacher's attitude toward children and toward teaching. The MTAI produces validity coefficients between .46 and .60 when correlated with three criteria of teacher-pupil rapport: (1) pupils' ratings of teachers, (2) experts' ratings of teachers, and (3) principals' ratings of teachers.[1] This instrument is capable of differentiating between teachers who get along well with pupils in inter-personal classroom relations and those who do not. It can, therefore, be assumed that the teachers who score high on this test are better liked and respected by their pupils than teachers who score low.

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[1] Walter W. Cook, Carroll H. Leeds, and Robert Callis. The Minnesota Teacher Attitude Inventory: Manual. New York: Psychological Corporation, 1951.

The teachers' evaluation forms were mailed to each principal for distribution within his school. Separate envelopes were included for each teacher to return the form directly to the State Department of Education. In addition, each principal was asked to prepare an evaluation form for each beginning teacher in his school. Moreover, at a later date, the MTAI's were sent to the principals with the request that they ask the teachers to complete these inventories and return them directly to the State Department of Education.

Materials requesting information were sent to the following beginning teachers: white, 2,372; Negro, 710; total, 3,082. Tables 1, 2, and 3 indicate the number of returns from the principals and the beginning teachers. The returns represent from 45 to 53 per cent of the beginning teachers in the state.

TABLE 1

NUMBER OF BEGINNING TEACHERS EVALUATED BY PRINCIPALS

Certificate Held	White	Negro	Total
Temporary	241	23	264
Graduate	925	351	1,276
Post-Graduate	91	8	99
Total	1,257	382	1,639

TABLE 2

NUMBER OF BEGINNING TEACHERS EVALUATING PROGRAMS

Certificate Held	White	Negro	Total
Temporary	201	19	220
Graduate	792	342	1,134
Post-Graduate	77	12	89
Total	1,070	373	1,443

TABLE 3

NUMBER OF BEGINNING TEACHERS WITH MTAI SCORES

Certificate Held	White	Negro	Total
Temporary	214	22	236
Graduate	768	324	1,092
Post-Graduate	82	9	91
Total	1,064	355	1,419

Treatment of Data

On the evaluation instruments completed by the principals and the teachers, each of the seven categories was assigned a numerical value of 25. The ratings given the sub-items were used to determine the ratings for the general category. The ratings on the seven categories were totaled to give an over-all rating of the pre-service program. In this way, it was possible to treat the

evaluations statistically. These data were then classified according to the type of certificate which the teacher held, the level of teaching, and the geographic location of the institution preparing the teacher. The mean scores were used for comparison and the "T-Test" was used to indicate the significance of the difference. Differences significant at the five per cent level of confidence were accepted as significant. The open-end questions were grouped into general categories and tabulated according to the number of responses. All of these data were grouped into classifications according to the types of certificates held.

A number of related studies have been examined and are referred to where their findings seem to provide appropriate information to understand or interpret the findings included in this study.

CHAPTER II

REPORTS ON COMPARATIVE EVALUATIONS

This chapter deals with the data secured from the teachers' evaluation of the pre-service programs, the principals' evaluation of the programs as indicated by the effectiveness of the teacher, and the scores of the beginning teachers on the MTAI. The data are grouped into different classifications and comparisons made. However, before presenting the findings, it is of interest to examine the source of the supply of beginning teachers and the distribution among the counties of the state.

Source and Distribution by Counties Of Beginning Teachers

Of the 2,372 white, beginning teachers, 48 per cent were prepared in Florida schools and 52 per cent were prepared in schools out of the state. Of the 710 Negro teachers, 73 per cent were prepared in the schools of the state and 27 per cent in schools out of the state. Tables 4a and 4b show the number and per cent of teachers prepared in each of the Florida schools.

Since Florida draws more than 50 per cent of its beginning teachers from out of the state, it is of interest to know which states are making the greatest contribution to the Florida supply of teachers. Table 5 shows the ten states that are contributing more than 25 teachers to the Florida group. Alabama is making the

TABLE 4a

BEGINNING TEACHERS PREPARED IN FLORIDA SCHOOLS--WHITE

Rank	Name of School	Number Prepared	Per Cent
1	Florida State University	455	37.4
2	University of Florida	305	25.1
3	University of Tampa	135	11.1
4	University of Miami	126	10.4
5	Florida Southern College	85	7.0
6	Stetson	76	6.3
7	Rollins College	14	1.2
8	Barry	6	.5
9*	Others	13	1.0
	Totals	1,215	100.0

*Jacksonville University, Jacksonville College of Music, etc.

TABLE 4b

BEGINNING TEACHERS PREPARED IN FLORIDA SCHOOLS--NEGRO

Rank	Name of School	Number Prepared	Per Cent
1	Florida A & M University	346	66.4
2	Bethune-Cookman	126	24.2
3	Florida Industrial & Normal	49	9.4
	Totals	521	100.0

TABLE 5

STATES CONTRIBUTING MORE THAN 25 BEGINNING TEACHERS--WHITE

Rank	Name of State	Number of Teachers
1	Alabama	139
2	Georgia	58
3	Tennessee	57
4	Ohio	48
5	North Carolina	46
6	New York	34
7	Kentucky	33
8	Mississippi	31
9	South Carolina	28
10	Illinois	28
	Other states, foreign, etc.	655
	Total beginning teachers prepared other than in Florida--white	1,157

largest contribution with 139. Georgia and Tennessee rank next in order with 58 and 57 respectively. It is of interest to notice that Florida turns to states like Ohio, New York and Illinois for a large number of its beginning teachers.

Beginning teachers are employed in each county in the state. Table 6 shows a distribution of beginning teachers by counties and the source of these teachers as supplied by Florida institutions or institutions out of the state. As would be expected, the counties

TABLE 6

DISTRIBUTION OF BEGINNING TEACHERS BY COUNTY AND SOURCE OF SUPPLY

	WHITE											NEGRO				
COUNTY	F S U	U OF F	U OF M	STETSON	FLA SOU	TAMPA	BARRY	ROLLINS	OTHER—IN STATE	OUT OF STATE	TOTAL	FLA A&M	FLA N&I	BETHUNE-COOKMAN	OUT OF STATE	TOTAL
ALACHUA	10	39	0	1	1	0	0	0	0	8	59	10	1	3	6	20
BAKER	1	0	0	0	0	0	0	0	0	9	10	0	0	0	0	0
BAY	19	1	0	1	0	0	0	0	0	36	57	8	0	2	4	14
BRADFORD	1	6	0	0	1	0	0	0	0	4	12	1	0	1	0	2
BREVARD	6	7	1	1	0	0	0	2	0	20	37	7	0	3	2	12
BROWARD	27	12	9	6	1	0	0	0	0	65	120	41	7	12	39	99
CALHOUN	11	0	0	0	0	0	0	0	0	7	18	4	0	1	0	5
CHARLOTTE	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
CITRUS	1	0	0	0	0	0	0	0	0	2	3	0	0	0	0	0
CLAY	2	3	0	2	0	0	0	0	0	7	14	3	0	4	1	8
COLLIER	0	3	0	0	0	0	0	0	0	0	14	0	1	0	1	2
COLUMBIA	2	1	0	0	0	0	0	0	0	13	16	2	2	2	2	8
DADE	22	12	94	3	5	1	4	0	0	61	202	28	1	6	17	52
DESOTO	1	0	0	0	0	0	0	0	0	1	2	2	0	1	2	5
DIXIE	3	0	0	0	0	0	0	0	0	2	5	0	0	2	0	2
DUVAL	49	42	1	3	1	1	0	2	5	139	243	27	13	11	13	64
ESCAMBIA	35	6	1	0	0	0	0	0	0	99	141	11	0	4	16	31
FLAGLER	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	2
FRANKLIN	3	0	0	0	1	0	0	0	0	15	19	3	0	1	0	4
GADSDEN	12	1	0	0	1	0	0	0	0	7	21	19	0	5	4	28
GILCHRIST	1	1	0	0	0	0	0	0	0	1	3	0	1	1	0	2
GLADES	0	2	0	0	0	0	0	0	0	0	2	0	0	2	1	3
GULF	1	0	0	0	0	0	0	0	0	6	7	3	1	0	0	4
HAMILTON	1	0	0	0	0	0	0	0	0	2	3	2	0	0	0	2
HARDEE	1	1	1	1	0	0	0	0	0	5	9	1	0	0	0	1
HENDRY	1	0	0	0	0	0	0	0	0	7	8	1	1	0	1	3
HERNANDO	1	1	0	0	0	0	0	0	0	6	8	1	0	1	0	2
HIGHLANDS	3	1	1	1	0	0	0	0	0	3	9	2	1	1	2	6
HILLSBOROUGH	43	25	3	2	11	121	2	0	0	73	280	19	1	12	5	37
HOLMES	1	0	0	0	0	0	0	0	0	6	7	0	0	0	0	0
INDIAN RIVER	1	1	1	1	0	0	0	0	0	5	7	3	2	0	2	7
JACKSON	7	5	0	0	0	0	0	0	1	31	44	8	3	0	0	11
JEFFERSON	1	0	0	0	0	0	0	0	0	3	4	7	0	1	1	9
LAFAYETTE	3	1	0	0	0	0	0	0	0	5	9	0	0	0	0	0
LAKE	8	3	0	2	3	0	0	1	0	11	28	2	0	2	0	4
LEE	4	4	1	0	1	0	0	0	0	3	13	1	0	1	1	3
LEON	19	1	0	0	1	0	0	0	0	4	25	7	0	0	1	8

TABLE 6—CONTINUED

	WHITE											NEGRO				
	F S U	U of F	U of M	STETSON	FLA SOU	TAMPA	BARRY	ROLLINS	OTHER-IN STATE	OUT OF STATE	TOTAL	FLA A&M	FLA N&I	BETHUNE COOKMAN	OUT OF STATE	TOTAL
LEVY	4	1	0	0	0	0	0	0	0	2	7	2	1	0	2	5
LIBERTY	4	0	0	0	0	0	0	0	0	7	11	0	0	0	0	0
MADISON	5	1	0	0	0	0	0	0	1	3	10	10	0	2	0	12
MANATEE	14	3	1	1	1	0	0	0	0	13	33	8	1	2	8	19
MARION	1	9	0	1	0	1	0	0	0	7	19	3	0	1	2	6
MARTIN	3	1	1	0	0	0	0	0	0	2	7	0	1	0	0	1
MONROE	5	3	6	1	1	2	0	0	0	89	107	3	0	1	2	6
NASSAU	0	3	0	0	0	0	0	0	0	22	25	4	0	1	0	5
OKALOOSA	6	4	0	0	0	0	0	0	2	43	55	3	0	0	1	4
OKEECHOBEE	1	0	0	0	0	0	0	0	0	2	3	0	0	4	0	4
ORANGE	1	12	0	17	10	0	0	9	0	40	89	9	0	4	2	15
OSCEOLA	0	1	0	0	1	0	0	0	0	10	12	2	0	0	3	5
PALM BEACH	18	9	1	2	2	0	0	0	0	36	68	15	3	8	14	39
PASCO	1	0	0	1	2	2	0	0	0	2	8	1	0	1	2	4
PINELLAS	25	26	1	3	6	5	0	0	0	39	105	5	0	2	7	14
POLK	11	9	1	3	29	0	0	0	1	36	90	14	0	2	5	21
PUTNAM	5	11	0	3	0	0	0	0	0	4	23	3	2	0	1	6
ST. JOHNS	0	2	0	0	0	0	0	0	0	5	7	0	3	1	0	4
ST. LUCIE	3	2	0	2	0	1	0	0	0	4	12	3	0	3	6	12
SANTA ROSA	5	0	0	0	0	0	0	0	0	30	35	1	0	2	0	3
SARASOTA	2	5	1	0	1	0	0	0	2	10	21	3	1	1	1	6
SEMINOLE	0	1	0	3	0	1	0	0	0	3	8	10	1	4	2	17
SUMTER	3	5	0	0	0	0	0	0	0	5	13	5	0	0	1	6
SUWANNEE	12	10	0	1	1	0	0	0	0	18	42	7	0	0	5	12
TAYLOR	7	0	0	1	0	0	0	0	0	4	12	1	0	1	1	3
UNION	1	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0
VOLUSIA	5	5	1	13	3	0	0	0	1	32	60	3	0	7	3	13
WAKULLA	7	0	0	0	0	0	0	0	0	3	10	0	0	0	0	0
WALTON	3	0	0	0	1	0	0	0	0	3	7	3	0	0	0	3
WASHINGTON	1	2	0	0	0	0	0	0	0	5	8	5	0	0	0	5
TOTAL	455	305	129	76	85	135	6	14	13	1157	2372	346	49	129	186	710

draw heavily on the institutions nearest them. To illustrate: Hillsborough County draws its largest number of beginning teachers from the University of Tampa, and Dade County draws its largest number from the University of Miami.

Among the Negro teachers there is a more general distribution of the graduates from A & M University. Since this institution supplies by far the largest number of beginning teachers, their graduates are found in nearly all of the counties in the state. Florida comes much nearer producing an adequate supply of Negro teachers than of white teachers.

Preparation of Teachers with Temporary Certificates

One of the purposes of this study was to determine how teachers who had not completed the full professional preparation required by the state felt about teaching and children, how they felt about teacher education, and how principals regarded the preparation of these teachers. The teachers with Temporary Certificates are treated in one category throughout the study. They are four-year college graduates who are given temporary certification because of some shortage in professional or subject-matter requirements.

In reply to the request sent institutions asking that they indicate the amount of professional training which these people had experienced, returns were received from 80 of the white teachers and ten of the Negro teachers. A summary of their professional training is set forth in Table 7. From this table, it can be seen that only 16 (20 per cent) of the white teachers had received no professional preparation. Twenty-nine had experienced from one to three courses in professional work, and thirty-one had nine or more semester hours of professional preparation. Four of the eighty teachers had all of the professional requirements and were teaching with temporary permits because they lacked a course or courses in a teaching area designated in the certification requirements or in general education. All of the Negro teachers had experienced nine or more semester hours of professional work, and two had completed all of the professional requirements.

TABLE 7

PROFESSIONAL PREPARATION OF TEACHERS WITH TEMPORARY CERTIFICATES WHO ARE GRADUATES OF FLORIDA INSTITUTIONS

Amount of Professional Preparation	Number of Teachers White	 Negro
None	16	0
Three to eight semester hours	29	0
Nine or more semester hours	31	8
All required	4	2
Total	80	10
Median MTAI score	28	

Assuming that the professional preparation of the teachers from out of the state with temporary certification was similar to that of the teachers from Florida, it is clear that the number who are seriously short in the hours required of professional preparation is relatively small. Of the sampling examined, 20 per cent had no professional preparation and 36 per cent had from three to eight semester hours. This means that 44 per cent of the teachers with temporary certification had completed half or more of the professional requirements; however, only five per cent of the total had completed all of the professional requirements. These data assist in explaining why subsequent comparisons show very little difference between performance and test scores on the fully certified teacher and on the teacher who had a Temporary Certificate.

Teachers Prepared In-State and Out-of-State

Since this study includes all beginning teachers in Florida schools for a two-year period and 52 per cent of these teachers were prepared in schools out of the state, it was necessary to establish at the outset whether or not there were any significant differences between the teachers imported from other states and those prepared by the institutions within the state.

Table 8a indicates the comparison of white teachers arranged according to types of certification. The mean scores on the principals' evaluation for teachers with Post-Graduate, Graduate, and Temporary Certificates for those prepared in Florida compared with those prepared out of the state were substantially the same. No difference was large enough to be significant at the five per cent level. The same was true for the average evaluation of the

TABLE 8a

COMPARISON OF TEACHERS PREPARED IN FLORIDA WITH THOSE PREPARED IN OTHER STATES--WHITE

Certificate	Principals' Evaluation No.	Principals' Evaluation Mean	Teachers' Evaluation No.	Teachers' Evaluation Mean	MTAI No.	MTAI Mean
Prepared in Florida						
Post-Graduate	48	124	38	136	41	38
Graduate	554	117	472	137	485	31
Temporary	100	112	84	133	92	22
Prepared in Other States						
Post-Graduate	41	122	39	136	41	43
Graduate	358	118	317	141	278	27
Temporary	138	116	114	134	120	22

pre-service programs made by the teachers with the different types of certificates. Neither were the differences in the scores on the MTAI large enough to be significant at the five per cent level of confidence.

Table 8b reports the findings for the Negro teachers prepared in Florida institutions compared with those prepared out of the state. Because of the small number of cases, no valid comparison can be made for the teachers holding Post-Graduate or Temporary Certificates. In examining the evaluations of the two groups holding Graduate Certificates, there appears to be no significant difference in the principals' evaluation, the teachers' evaluation, or the scores on the MTAI.

TABLE 8b

COMPARISON OF TEACHERS PREPARED IN FLORIDA WITH THOSE PREPARED IN OTHER STATES--NEGRO

Certificate	Principals' Evaluation No.	Principals' Evaluation Mean	Teachers' Evaluation No.	Teachers' Evaluation Mean	MTAI No.	MTAI Mean
Prepared in Florida						
Post-Graduate	6	123	7	154	5	50
Graduate	271	114	263	155	253	15
Temporary	11	110	11	142	10	-5
Prepared in Other States						
Post-Graduate	2	129	5	152	4	56
Graduate	75	112	78	151	68	15
Temporary	12	115	8	155	12	39

It can be said, therefore, that the differences, as reflected by the three measures used, between teachers prepared in Florida institutions and those prepared in institutions in other states are not significant. Consequently, there is no point in dividing the data reported in this study to reflect the geographic location of the institution preparing the teachers.

Years of College Preparation

One of the questions raised was "Do teachers with five years of college preparation do better than those with four years in their initial years of teaching?" The results of the teacher's evaluation of his college program, the principal's evaluation, and the MTAI scores are stated in Table 9.

TABLE 9

COMPARISON OF ALL FULLY CERTIFIED TEACHERS HAVING FOUR YEARS OF COLLEGE WITH THOSE HAVING FIVE YEARS

Years of College	Principals Evaluated		Teachers Evaluated		MTAI Evaluated	
	Number	Mean	Number	Mean	Number	Mean
			White			
Five years	89	123	77	136	82	41
Four years	912	117	789	139	763	30
Difference		6*		3		11**
			Negro			
Five years	8	125	12	153	9	53
Four years	346	113	341	154	321	15

*Significant at five per cent level of confidence.

**Significant at one per cent level of confidence.

The teachers reported in this table are fully certified and have met all of the requirements set forth by the State Department of Education. The basic difference is that one group went through to the completion of the Master's degree, or five years of college, and the other group began teaching at the completion of four years of college. The principals evaluated the group completing the five years of college at an average score of 123, and the four-year group at 117. This difference in average evaluation of six points is significant at better than a five per cent level of confidence, indicating that principals in general will rate teachers who have five years of college superior to those who have had four.

The same difference is supported in the scores on the MTAI where there is a difference of eleven points between the four- and five-year graduates. This difference is significant at greater than the one per cent level of confidence, indicating that teachers finishing five years of college have better rapport with students and feel better toward teaching as a profession than those who have completed four years of college.

When we examine the teacher's evaluation of his pre-service education, we find that the average score is 136 for those who have five years of college and 139 for those who have four. A difference of three is not significant, and it can be said that both groups feel fairly satisfied with the preparation which they received for teaching.

Comparison among the Negro teachers between the graduates with five and four years of college is not possible because of the small number of cases at the five-year level; however, upon examination of the scores reported, the trend established by the white teachers would appear to be true of the Negro teachers as well.

The percentage of white teachers holding Master's degrees in this study corresponds very closely with the percentage of white teachers in a study of beginning teachers and their education, reported by Sam M. Lambert in the Journal of Teacher Education, December, 1956.[2] In this study, of the 2,600 teachers participating, seven per cent held Master's degrees and 87 per cent held Bachelor's degrees. In the Florida study, in the white-teacher group, 8.9 per cent of the beginning teachers hold Master's degrees and 91.1 per cent hold Bachelor's degrees. Of the Negro group, 2.3 per cent hold Master's degrees and the remaining hold Bachelor's degrees.

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[2] Sam M. Lambert. "Beginning Teachers and Their Education," Journal of Teacher Education, VII, 347-51, December, 1946.

A study made by the Virginia Education Association and reported in the NEA Research Bulletin in February, 1945, shows that of 315 cases of beginning teachers, 7.4 per cent held Master's degrees and 86.7 per cent held Bachelor's degrees.[3] It may be assumed, therefore, that the ratio of beginning teachers with five years of college and four years of college in Florida is not materially different than what has been found in other states and in other studies.

Comparison of Elementary and Secondary Teachers By Type of Certificate Held

The question often arises about the relative success of beginning teachers working in elementary and secondary schools. One hears from time to time the statement that beginning teachers should start with smaller children before attempting to teach in the secondary school, because of the difficulty of working with teen-age pupils before they have had some experience. Tables 10a and 10b report the principals' evaluation of the beginning teacher in the elementary school and the beginning teacher in the secondary school; the teacher's evaluation of her pre-service program; and the scores on the MTAI.

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[3] NEA Research Division, "First Year Teachers 1954-55," Research Bulletin 34:3-47, February, 1956.

For the purpose of comparison, teachers should be compared according to the type of the certificates they hold. Because of the small number of cases of white teachers who hold Post-Graduate and Temporary Certificates in the elementary group, no valid comparison with the similar group at the secondary level can be made. (See Table 10a.) However, it is significant that the beginning teachers working on temporary certification are found most often in the secondary schools. Taking the number from which the principal's evaluation was secured, there were twenty-five in elementary schools as compared with 193 in the secondary schools.

TABLE 10a

COMPARISON OF SCORES OF ELEMENTARY AND SECONDARY TEACHERS BY TYPE OF CERTIFICATES HELD--WHITE

Teaching Level	Certificate Rank	Principals Evaluated		Teachers Evaluated		MTAI	
		No.	Mean	No.	Mean	No.	Mean
Elementary	Post-Graduate	12	124	7	142	11	50
	Graduate	338	118	288	140	257	42**
	Temporary	25	123	28	134	23	26
Secondary	Post-Graduate	69	122	59	134	58	39
	Graduate	848	117	412	137	407	23**
	Temporary	193	114	150	132	168	24

**Difference of 19--significant at the one per cent level.

Upon examination of the relative success of the beginning white teacher with a Graduate Certificate, as evaluated by the principals and as measured by the MTAI, it is found that the evaluation by the principals for the teachers with Graduate Certificates is approximately the same, indicating that there is no material difference in the way elementary and secondary principals feel about beginning teachers. When the score on the MTAI is examined, it is found that the mean score for the elementary group is 42, and the mean score for the secondary group is 23. This difference of 19 is significant at the one per cent level of confidence. The Manual for the MTAI reports a similar result where elementary teachers in systems of twenty-one or more teachers scored 60 and secondary teachers with four years of training scores 23.[4] It may be assumed that the teachers who work with pupils in a self-contained classroom for an entire day develop a better rapport and are more concerned for the pupils as individuals than those who have a new group of pupils each class period. Teachers in the secondary school more naturally concentrate upon the acquisition of subject matter and are less concerned about over-all development of pupils than those in the elementary school.

There appears to be little difference in the way elementary and secondary teachers feel about their preparation programs, with the exception of the teacher with five years of college. While the number of cases are too few to draw conclusions, there is an indication that the teachers in the elementary school with five years of college are more pleased with their college programs than those in the secondary school.

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[4] MTAI, Manual, op. cit., p. 9.

Table 10b indicates the comparison between elementary and secondary Negro teachers. It is impossible to draw comparisons between teachers with five years of college and those who hold the Temporary Certificates because of the few cases. Here again, the larger number of teachers holding temporary certification is found in the secondary school.

TABLE 10b

COMPARISON OF SCORES OF ELEMENTARY AND SECONDARY TEACHERS BY TYPE OF CERTIFICATES HELD--NEGRO

Teaching Level	Certificate Rank	Principals Evaluated		Teachers Evaluated		MTAI	
		No.	Mean	No.	Mean	No.	Mean
Elementary	Post-Graduate	2	121	3	158	2	60
	Graduate	189	116	184	156	168	22*
	Temporary	2	130	3	165	2	14
Secondary	Post-Graduate	5	131	12	146	5	53
	Graduate	109	112	112	151	105	14*
	Temporary	16	110	7	148	16	20

*Difference of 8--significant at the five per cent level.

Among the teachers with Graduate Certificates, there is no significant difference in the way the principals feel about teachers in the elementary schools and the secondary schools. While the average rating given the elementary teacher is four points higher than that given the secondary teacher, this difference is not large enough to be significant. The difference between the scores on the MTAI is eight for the teachers with Graduate Certificates. This difference is significant at the five per cent level and supports the findings that have been set forth for the white group and reported in other studies that elementary teachers tend to feel a greater rapport and more comfortable about teaching and children than secondary beginning teachers.

Comparison of Teachers Who Hold Graduate Certificates With Those Who Hold Temporary Certificates

From time to time the question arises among principals, among the lay people, and among staff members of teacher education institutions, "Is there any basic difference between the teacher who has completed a full program required by the state and those who have completed only a part of the program?" Table 11 indicates the scores for all teachers regardless of level taught who have four-year Graduate Certificates. The basic difference, as set forth in a previous section of this report, is that approximately 20 per cent of the temporary teachers have had no professional training and about 44 per cent have had approximately half, or more, of the professional courses required. About five per cent of this group had all the professional training, but were short in other areas.

Upon examining the principals' evaluations of these two groups for the white teachers, a difference in the average rating given by the principals is two. This is not large enough to be a significant difference. It appears that principals are able to distinguish the teachers

TABLE 11

COMPARISON OF THE FULLY CERTIFIED TEACHERS WITH
THE TEMPORARILY CERTIFIED TEACHERS
FOUR-YEAR GRADUATES ONLY

Certificate Level	Principals Evaluated No.	Principals Evaluated Mean	Teachers Evaluated No.	Teachers Evaluated Mean	MTAI No.	MTAI Mean
		White				
Graduate	912	117	789	139	763	30
Temporary	218	115	178	133	191	24
		2		6**		6*
		Negro				
Graduate	298	115	298	114	273	19
Temporary	18	111	10	153	18	19
Difference		4		39		0

*Significant at five per cent level of confidence.

**Significant at one per cent level of confidence.

who are very successful and those who are very poor, but when it comes to making judgments for the large in-between group, they do not have the time for the necessary observations required to distinguish sharply among their teacher group. This is further supported by the fact that many of the evaluation sheets indicated little discrimination among the teachers evaluated as the principals gave the rating. *Quite frequently every item was given the same rating*.

Upon examining the way the teacher feels about teaching and children as reflected by the MTAI score, there appears a difference of six between teachers who hold Temporary Certificates and teachers who hold Graduate Certificates. This difference is significant at the five per cent level of confidence indicating that even though 44 per cent of the teachers with temporary certification have considerable amount of the work in professional education, they have not reached the level of understanding and appreciation of teaching and of children which the holders of the regular Graduate Certificates have reached. This fact is supported further by the ratings given the pre-service programs by the two respective groups. The average rating given the college programs by those who held regular Graduate Certificates was 139, while the rating given by those who hold Temporary Certificates was 133. The difference of six is significant at the one per cent level of confidence indicating clearly that beginning teachers with professional training, which includes internship or student teaching, feel better about their programs than do those who have not had this experience. Attention should be called to the fact that only five per cent of the teachers with temporary certification have had any experience in internship or student teaching. This may be one of the factors which makes a difference in the way the teachers feel about children and about teaching.

The number of Negro teachers holding Temporary Certificates is too small to make a valid comparison. In looking at the averages, however, it appears that principals would tend to rate teachers holding Graduate Certificates slightly higher than those holding Temporary Certificates. There is no difference in the scores of the MTAI, and the ten teachers with Temporary Certificates were much less critical of their college preparation courses than the average for the 298 teachers with Graduate Certificates.

Teachers Working in Their Field of Certification Compared with Teachers Working Out of Their Field of Certification

It has been pointed out in a previous section that the larger number of teachers with Temporary Certificates were working in the secondary schools. Upon examination of those who were graduates of Florida schools, it was learned that only five per cent of these had temporary certification due to deficiencies in subject matter or general education. In Florida a teacher may be fully certified to work in one area, but due to the local situation, this teacher may be assigned work in a field for which he is not fully prepared or certified. For the purpose of this study, it has been assumed that a teacher is working out of his field of certification when more than half of his time is devoted to work in an area for which he is not fully qualified.

Among the 1,153 beginning white teachers evaluated by the principals, 212 were working out of their field of certification. The principals gave a mean evaluation of 119 to teachers working in their field of certification, and 114 to those working out of their field. This difference of five is significant at the one per cent level of confidence indicating that principals feel that teachers should be prepared for the field in which they are teaching, and that they are less satisfied with those who are teaching out of their field than they are with those who are working in their field of certification. (See Table 12.)

TABLE 12

COMPARISON OF TEACHERS WORKING IN FIELD OF CERTIFICATION WITH THOSE WORKING OUT OF FIELD OF CERTIFICATION

	Principals' Evaluation		Teachers' Evaluation		MTAI	
	No.	Mean	No.	Mean	No.	Mean
			White			
In field	941	119	803	139	795	29.6
Out of field	212	114	178	135	184	27.6
Difference		5**		4*		2
			Negro			
In field	313	115	319	155	309	15.6
Out of field	38	116	29	152	29	15.3
Difference		1		3		.3

*Significant at the five per cent level of confidence.

**Significant at the one per cent level of confidence.

The mean scores for the two groups on the MTAI showed a difference of only two. This is not a significant difference indicating that the way the teacher feels about children and about teaching is not affected by the fact that he is teaching out of his field of certification.

Upon examining the teachers' evaluation of the pre-service program, it is learned that those teachers who were working in the field of certification rate their pre-service programs higher than those working out of their field. This apparently reflects the satisfaction which a teacher has because of his success and his security from having the privilege of working in the field for which he is prepared. The difference between the evaluation of the two groups is four, which is significant at the five per cent level of confidence.

Among the Negro group, the number working out of the field of certification is relatively small and there is no significant difference between the principals' evaluation of these two groups nor is there any significant difference in the score on the MTAI. There is a difference of three in the teachers evaluation of the pre-service programs which may support the statement made in reference to the white group, i.e., that teachers feel better satisfied with their pre-service programs when they are permitted to work in their field of preparation.

The question might be raised as to whether there is any difference between the number of teachers prepared in the State of Florida who are teaching out of their field of certification and the number from other states. Upon examination of the 212 beginning white teachers teaching out of their field, it was found that 102 of these were prepared in Florida schools and 110 came from out of the state. Of the thirty-eight Negro teachers who were teaching out of their field, twenty-eight were prepared in Florida schools and ten came from out of the state. It appears, therefore, that the distribution of the number of teachers who are working out of their field corresponds with the source of supply of teachers and that there is no discrimination against the teachers who graduated from institutions out of Florida.

Comparison of First Year Teachers With Second Year Teachers

Since this study included as beginning teachers those who were teaching for the first time in 1954-55 or 1955-56, data are available for comparing the teachers who were teaching their first year with those who were teaching their second year. These comparisons are presented in Table 13a and Table 13b. For the sake of accuracy, the teachers must be compared according to the type of certificate they hold. To illustrate, we compare the teachers holding the Post-Graduate Certificate teaching for the first year with those who hold the Post-Graduate Certificate teaching for the second year. Principals see no basic difference between the teachers who hold Post-Graduate Certificates who are teaching for the first year and those teaching the second year. The difference in the evaluation favors the second year by three points, but this is not statistically significant. In comparing the teachers who hold the Graduate Certificates, the principals rate the ones teaching the second year five points higher than they do those teaching the first year. This difference is significant at the one per cent level of confidence, indicating that for the teacher with a Graduate Certificate the principal feels that in the second year the teacher is doing a better job than the first year. This appears to be true in the principals' evaluation of the teachers holding Temporary Certificates in that they rate the average teacher who is teaching the second year on a Temporary Certificate four points

TABLE 13a

COMPARISON OF FIRST YEAR TEACHERS WITH SECOND YEAR TEACHERS--WHITE

Certificate	Principals' Evaluation		Teachers' Evaluation		MTAI	
	No.	Mean	No.	Mean	No.	Mean
	First Year Teachers					
Post-Graduate	63	122	51	137	57	36
Graduate	646	116	556	140	554	31
Temporary	176	114	138	133	152	20
	Second Year Teachers					
Post-Graduate	28	125	26	134	25	50
Graduate	276	121	236	136	223	26
Temporary	65	118	61	134	62	28
	Difference					
Post-Graduate		3		3		14
Graduate		5**		4		5
Temporary		4		1		8

**Significant at the one per cent level of confidence.

higher. However, this difference is not statistically significant.

Upon examination of the scores of the two groups on the MTAI, it appears that the second year teachers holding the Post-Graduate Certificate feel better toward teaching and children than the first year teachers. The difference on these scores is fourteen. However, due to the larger variation in the scores this difference is not

TABLE 13b

COMPARISON OF FIRST YEAR TEACHERS WITH SECOND YEAR TEACHERS--NEGRO

	Principals' Evaluation		Teachers' Evaluation		MTAI	
Certificate	No.	Mean	No.	Mean	No.	Mean
First Year Teachers						
Post-Graduate	4	114	8	151	6	51
Graduate	218	112	218	153	213	13
Temporary	19	108	14	146	17	24
Second Year Teachers						
Post-Graduate	4	137	4	160	3	55
Graduate	131	116	123	156	110	18
Temporary	4	131	5	150	5	0
Difference						
Post-Graduate		23		9		4
Graduate		4		3		5
Temporary		23		4		24

statistically different at the five per cent level of confidence. The difference on the scores of the first year teachers who hold Graduate Certificates is five points higher than that of the second year teachers who hold Graduate Certificates. However, this difference is not significant at the five per cent level of confidence, and it cannot be generally said that the first year teachers feel better toward teaching and children than those in the second year as reflected by this sample.

Among the temporary teachers, the difference in the MTAI scores favors those in the second year by eight points. This difference is not significant at the five per cent level of confidence and it cannot be assumed that it represents more than chance.

The evaluation which the teachers give of the pre-service programs reveals no significant difference between the first and second year teachers in the way they see their programs. All appear to express approximately the same level of satisfaction. Another study made after five or ten years would be of value to see how the teacher views his pre-service program after a longer period of experience.

In the comparison of the Negro teachers teaching the first year with those teaching the second year, it is clear that the number of cases of teachers holding a Post-Graduate Certificate and those holding a Temporary Certificate is too few to make valid comparisons. The average rating given the teachers with Graduate Certificates by principals favors the second year teacher by four points. However, this difference is not significant at the five per cent level. The mean MTAI score made by the teachers who are teaching for the second year, and who hold Graduate Certificates, is five points higher than those teaching the first year; but this is not significant at the five per cent level of confidence.

The teachers with Graduate Certificates teaching for the second year tend to evaluate their pre-service programs slightly higher giving an over-all difference of three as compared with the evaluation given by the teachers working in their first year. This difference is not, however, large enough to be statistically significant.

Correlations

A point of interest in this study was to discover what relationship, if any, existed between the principals' evaluation of the pre-service program as reflected in the services of the teacher and of the teachers' evaluation of the pre-service program. It was also a matter of interest to discover any relationship between the scores of the MTAI and the principals' evaluation or the teachers' evaluation. To secure this information the Pearson correlation coefficient was secured at each level of certification between the two measures.

Tables 14, 15 and 16 indicate the correlations and the levels of significance. Among the white teachers, the correlation between the principals' evaluation and the teachers' evaluation, was significant at the five per cent level for both the teachers who held Graduate Certificates and for those who held Temporary Certificates. It is significant at the one per cent level for the Negro teachers who held Graduate Certificates. This means that there is a significant relationship between the way the principals and the teachers evaluated the pre-service program. The correlations between the principals' evaluation and the scores on the MTAI were not large enough to be of significance at the five per cent level for any of the teachers holding the different types of certificates in the white group. In the Negro group, it was significant at the five per cent level for the teachers holding Graduate Certificates. The correlation between the teachers'

TABLE 14

CORRELATION BETWEEN PRINCIPALS' AND TEACHERS' EVALUATION OF PRE-SERVICE PREPARATION

Certificate	r - White	Significance Level	r - Negro	Significance Level
Post-Graduate	.049	N.S.	.31	N.S.
Graduate	.091	5%	.23	1%
Temporary	.211	5%	.39	N.S.

TABLE 15

CORRELATION BETWEEN PRINCIPALS' EVALUATION AND SCORES ON MTAI

Certificate	r - White	Significance Level	r - Negro	Significance Level
Post-Graduate	.168	N.S.	.60	N.S.
Graduate	.075	N.S.	.135	5%
Temporary	.145	N.S.	.158	N.S.

TABLE 16

CORRELATION BETWEEN TEACHERS' EVALUATION AND SCORES ON MTAI

Certificate	r - White	Significance Level	r - Negro	Significance Level
Post-Graduate	.169	N.S.	.625	N.S.
Graduate	.19	1%	.045	N.S.
Temporary	.058	N.S.	.172	N.S.

evaluation and the scores on the MTAI was not significant in the white group for any certificate level except for those holding the Graduate Certificate. This correlation was significant at the one per cent level. Among the Negro teachers, the correlation was not significant at any certificate level. In summary, there appears to be a relationship between the way teachers and principals evaluate the pre-service program, but very little relationship between the principals' or the teachers' evaluations and the scores on the MTAI.

CHAPTER III

COMMENTS ON THE PRE-SERVICE PROGRAMS

This chapter reports the reactions of teachers and principals to the open-end questions. There is value in knowing that many people who have experienced the program, as the teachers have, or who have direct contact with the products of the program, as the principals have, agree on certain evaluations or suggestions for improving the pre-service programs. Many of the specific and excellent comments are lost in the general categories, but these are being transmitted to the respective institutions in Florida regarding their graduates.

There is also value in comments made by a small number of individuals. Because of the lack of space, no comments were reported made by less than two per cent of those responding. The reader is urged to study all suggestions and evaluations regardless of the number making these comments.

The teachers were asked to respond to five open-end questions: (1) What aspect of your college experience helped you most? (2) What aspects of your training have proved of little or no value? (3) Are there areas of need in which you have received little or no assistance? (4) What suggestions do you have for improving the teacher education program? (5) Did you complete an internship? (The response to question (5) was not included in the tabulation.)

The responses were grouped into general categories and tabulated. Originally, the responses were divided according to the types of certificates the teachers held and according to whether the teachers were prepared in institutions within the State of Florida or without the state. Upon examination of these divisions, it was clear that there was very little difference in the way the teachers responded, regardless of the type of certificates which they held, or whether they were prepared in Florida or in other states. Consequently, for the sake of simplicity, these responses were combined into one table for each question. The number of teachers responding is indicated at the bottom of the table. The number responding in each category is stated and the percentage of teachers making this response is indicated. Since many of the teachers gave more than one response, the total in the percentage column will exceed 100 per cent. In reading the table, it must be understood that this condition prevails. Each line indicates the number and per cent of the teachers making that response.

In response to the question, "What aspects of your college experience helped you most?" it is obvious that the internship, or student teaching experience was considered more valuable than any other. Approximately 55 per cent of the 1,065 white teachers responding to this question indicated this as their most valuable experience. (See Table 17a.) This finding is supported by other studies which reflect the fact that direct experience is considered valuable by student teachers. The second item listed by more than one-fifth of the teachers is experiences which they had living on the campus: learning to work with people, working in clubs, fraternities, sororities, and other types of student organizations. This may be an area of the teacher's experiences during the pre-service program that is not given enough attention by authorities in institutions preparing teachers. The third category which teachers found helpful included courses generally known as foundation courses. Teachers often mentioned that these were valuable when they carried with them laboratory experiences giving them direct contact with children in school. Approximately one-eighth listed work in the teaching field, and slightly more than 11 per cent listed general education courses and other liberal arts courses as being their most valuable experience. In general, it can be said that the white teachers feel that a pre-service program must have all aspects generally included in this program, with an emphasis on the actual first-hand experience gained in working with students in school situations.

Table 17b includes the tabulation of replies received from the 372 Negro teachers. The first three factors in their pre-service experience which they rate highest correspond exactly with the factors which the white teachers rate highest: internship, life on the campus, and foundation courses. They listed special methods courses, as ranking fourth in importance, while the white teachers listed courses in their teaching field. There appears to be no significant difference in the way these two groups of teachers feel about their most valuable experiences.

TABLE 17a

TEACHERS' RESPONSES TO QUESTION I, "WHAT ASPECTS OF YOUR COLLEGE EDUCATION HELPED YOU MOST?"—WHITE

	Category	Number	Per Cent
1.	Internship, student teaching, observation	584	54.8
2.	Student life on campus which contributed to learning to work with people	225	21.1
3.	Basic courses in psychological and sociological foundations of education--child development, philosophy, and school and society	162	15.2
4.	Subject matter courses in teaching field including subject matter courses for elementary teachers	135	12.7
5.	General education courses, liberal arts courses, and courses in the teaching field	121	11.4
6.	Learning about children--actual experiences--child development courses	112	10.5
7.	Special methods and techniques	97	9.1
8.	Helpfulness of instructors	45	4.2
9.	Special education courses	35	3.3
	Total teachers responding - - 1,065		

Table 18a includes the responses from the white teachers to the question, "What aspects of your training have proved of little or no value?" More than one-third of the white teachers report all aspects of their program as helpful, and they were unable to find any area that could be classified as of little or no value. However, one-third of the teachers report that the basic courses in

TABLE 17b

TEACHERS' RESPONSES TO QUESTION I, "WHAT ASPECTS OF YOUR COLLEGE EDUCATION HELPED YOU MOST?"—NEGRO

Category	Number	Per Cent
1. Internship, student teaching, observation	163	58.0
2. Student life on campus which contributed to learning to work with people	94	29.9
3. Basic courses in psychological and sociological foundations of education--child development, philosophy and school and society	66	23.5
4. Special methods and techniques	60	21.3
5. Learning about children--actual experiences--child development courses	33	11.7
6. General education courses--liberal arts--courses in teaching field	30	10.7
7. Subject matter courses in teaching field including subject matter courses for elementary teachers	30	10.7
8. Special education courses	16	5.7
9. Helpfulness of instructors	9	2.8
Total teachers responding - - 372		

the psychological and sociological foundations offered without practical experience were of little value. The comments of teachers indicated that professional courses not accompanied by laboratory experiences did not have full meaning for the teacher. More than nine per cent, or 100 teachers, reported that some of their courses in general education and in the liberal arts areas proved to be of little or no value.

TABLE 18a

TEACHERS' RESPONSES TO QUESTION II, "WHAT ASPECTS OF YOUR TRAINING HAVE PROVED OF LITTLE OR NO VALUE?"—WHITE

Category	Number	Per Cent
1. All aspects of value - none of little or no value	396	34.6
2. Basic courses in psychological and sociological foundations of education--theory without practical application	363	34.1
3. No report	113	10.6
4. Some general education courses - some liberal arts courses	100	9.4
5. Courses in major teaching field	32	3.0
6. Methods courses lack practical value	28	2.6
7. Special education	25	2.3
Total teachers responding - - 1,065		

The responses to this question for Negro teachers are listed in Table 18b. Among this group, there is found little criticism of the pre-service program where 94.6 per cent report that all aspects of their program were valuable. The areas that received the greatest criticism were the general education and liberal arts courses. There were 12.5 per cent reporting that they are of little or no value.

The responses to the question, "Are there areas of need in which you have received little or no assistance?", are reported in Table 19a for the white teachers and in Table 19b for the Negro teachers.

TABLE 18b

TEACHERS' RESPONSES TO QUESTION II, "WHAT ASPECTS OF YOUR TRAINING HAVE PROVED OF LITTLE OR NO VALUE?"—NEGRO

Category	Number	Per Cent
1. All aspects of value - none of little or no value	266	94.6
2. Some general education courses - some liberal arts courses	35	12.5
3. No report	27	9.6
4. Courses in major teaching field	13	4.6
5. Basic courses in psychological and sociological foundations of education theory without practical application	11	3.9
Total teachers responding - - 372		

The responses of the white teachers to this question indicate that they desire more help in providing for individual differences and in working with children, in handling cases of behavior, and in classroom management. Two hundred forty-five of the teachers responding said that there were no areas in which they did not receive help. This represents almost one-fourth of those answering. Another 119, or 11 per cent, gave no answer to this question, indicating that they were satisfied or had no suggestions about areas which were of little or no value.

The responses of the Negro teachers indicate a higher degree of satisfaction than that of the white teachers; however, the areas in which they are seeking more help are identical with those of the

TABLE 19a

TEACHERS' RESPONSES TO QUESTION III, "ARE THERE AREAS OF NEED IN WHICH YOU HAVE RECEIVED LITTLE OR NO ASSISTANCE?"--WHITE

Category	Number	Per Cent
1. None	245	23.0
2. Methods courses -- providing for individual differences	252	23.7
3. Discipline and routine management	130	12.2
4. No answer	119	11.2
5. Slow learning children--exceptional children--individual differences--migrant children	70	6.6
6. Clerical work--records and reporting	49	4.6
7. Some courses in general education--some in liberal arts	43	4.0
8. Advanced education courses (adolescent psychology, tests, etc., pupil guidance)	39	3.7
9. Materials	25	2.3
Total teachers responding - - 1,065		

white group with the exception that a relatively small number want assistance in clerical work, reporting and record keeping.

As it is found in several places throughout the study, beginning teachers apparently feel a real need for assistance in working with children, in handling problems of classroom management, discipline, and providing for the wide variations in ability which they have in a classroom.

TABLE 19b

TEACHERS' RESPONSES TO QUESTION III, "ARE THERE AREAS OF NEED IN WHICH YOU HAVE RECEIVED LITTLE OR NO ASSISTANCE?"--NEGRO

Category	Number	Per Cent
1. None	177	63.0
2. Methods courses--providing for individual differences	24	15.3
3. No answer	39	13.5
4. Slow learning children--exceptional children--individual differences--migrant children	24	8.5
5. Clerical work--records and reporting	18	6.4
6. Some courses in general education--some in liberal arts	17	6.0
7. Discipline and routine management	8	2.8
8. Public relations	7	2.5
9. Materials	6	2.1
10. General subject matter--elementary	6	2.1
Total teachers responding - - 372		

Table 20a indicates the comments received from the white teachers on the question, "What suggestions do you have for improving the teacher education program?" Here again, as in previous sections, it is obvious that the teachers feel that the practical experiences are the most valuable. The first three suggestions made by approximately 60 per cent of the group called for more practical experience in field situations, longer and broader internships, and greater opportunity to couple theory with practice. Ranking seventh in this list is a call for more help with the problems of discipline and child behavior. Six and seven-tenths per cent of the teachers ask for more emphasis on subject matter to be taught. In category nine, 4.4 per cent request more courses in special areas such as English, speech, arithmetic, special methods, fine arts, science, etc. This is closely related to the requests for more subject matter.

In examining the report from the Negro group in Table 20b, the first request is for longer and broader internship. This is followed by requests for more practical experience and more courses in special areas. This does not differ materially from the requests found in the white teacher group.

The principals were asked to (1) list the areas in which the teacher has done well, (2) list the areas in which the teacher had had difficulty, and (3) indicate ways in which you believe the pre-service program of this teacher could have been improved. Twelve hundred and forty-one white principals responded to these statements, and the replies, like those of the teachers have been grouped because they did not reveal any significant difference when divided according to the type of certificates held by the teachers whom they were evaluating. The only serious exception was the suggestion given by about one-fourth of the principals of white teachers holding Temporary Certificates that all teachers should be required to complete the teacher education program. Neither did there appear to be any material difference between the replies for teachers who were prepared out of the State of Florida and those prepared in the state.

TABLE 20a

TEACHERS' RESPONSES TO QUESTION IV, "WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE TEACHER EDUCATION PROGRAM?"--WHITE

Category	Number	Per Cent
1. Earlier and more kinds of opportunities for practical experience in observation and practice teaching	244	22.9
2. Longer and broader internship	220	20.7
3. More practical relationship to actual field conditions	203	19.1
4. No answer	93	8.7
5. Improved methods courses--more emphasis on practical application	85	8.0
6. More emphasis on subject matter to be taught	71	6.7
7. Emphasis on discipline--child behavior--case studies	55	5.2
8. No suggestions (adequate)	48	4.5
9. More courses in special areas (i.e., English, speech, arithmetic, methods, fine arts, science, etc.)	49	4.4
10. More emphasis on materials	31	2.9
11. Improve college teaching	28	2.6
12. More emphasis on individual differences, especially the slow learner and exceptional children	28	2.6
13. More attention to records and reports	21	2.0

Total teachers responding - - 1,065

TABLE 20b

TEACHERS' RESPONSES TO QUESTION IV, "WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE TEACHER EDUCATION PROGRAM?"--NEGRO

Category	Number	Per Cent
1. Longer and broader internship	67	23.8
2. No answer	38	13.5
3. Earlier and more kinds of opportunities for practical experience in observation and practice teaching	35	12.5
4. More courses in special areas (i.e., English, speech, arithmetic, methods, testing, grade placement, fine arts, science, etc.)	30	10.7
5. More emphasis on individual differences, especially the slow learner and exceptional children	26	9.3
6. No suggestions (adequate)	25	8.9
7. More attention to records and reports	25	8.9
8. More practical relationship to actual field conditions	23	8.2
9. Improved methods courses--more emphasis on practical application	22	7.8
10. Better guidance and counseling--close relationship between instructors	20	7.1
11. Human and community relationships	21	7.5
12. More emphasis on materials	18	6.4
13. Emphasis on discipline--child behavior--case studies	9	2.8
14. More emphasis on subject matter to be taught	9	2.8

Total teachers responding - - 372

These responses have significance for improving the program of teacher education in Florida and elsewhere throughout the country.

In listing the areas in which the teacher has done well, approximately one-third of the white principals mentioned that the teacher has done well in teaching his special subject. (See Table 21a.) Almost 16 per cent report that the teachers has done well in maintaining good human relations with faculty and with the community; that he works in a positive manner with those with whom he is associated. Approximately 15 per cent of the principals left this question blank, indicating either that they did not know the teacher well enough to suggest anything good about him, or feeling that they would prefer to say nothing rather than to make a negative response. Thirteen per cent of the principals thought that the teachers were able to maintain good pupil-teacher relationships and that 12 per cent mentioned orderly classrooms and good general classroom management. Almost ten per cent feel that the teachers have done well in all areas and apparently these principals are well satisfied with the beginning teacher.

In examining the reports from the Negro principals, Table 21b, it appears that they place their comments in the same order and along the same lines as the principals of white teachers. This gives first place to the teaching of the subjects and the next two places to the ability to develop good human relations and to maintain orderly classrooms.

TABLE 21a

PRINCIPALS' RESPONSES TO ITEM I, "LIST AREAS IN WHICH THIS TEACHER HAS DONE WELL."—WHITE

Category	Number	Per Cent
1. Teaching of their special subjects	406	32.7
2. Good human relations with faculty and community—positive	196	15.8
3. No answer	191	15.4
4. Good pupil-teacher relationship	162	13.1
5. Orderly—good classroom management—general planning	132	12.2
6. Has done well in all areas	111	8.9
7. Creating a good learning enviornment by motivating and challenging	86	6.9
8. Extra class activities	80	6.4
9. Knowledge of children and handling of individual differences	66	5.3
10. Working and planning with groups—children and adults	54	4.4
11. Leadership and cooperation	49	3.9
12. Use of materials and community resources	40	3.2
13. Good professional attitude	37	3.0

Total principals responding - - 1,241

It may be observed in passing that these factors are the things that principals notice most easily. Few principals have time to sit in the teacher's classroom and to be thoroughly familiar with what is going on there. It should be observed that the Negro principals report on a larger number of items which the teacher is doing well than do the white principals.

TABLE 21b

PRINCIPALS' RESPONSES TO ITEM I, "LIST AREAS IN WHICH THIS TEACHER HAS DONE WELL."--NEGRO

Category	Number	Per Cent
1. Teaching of their special subjects	179	61.6
2. Good human relations with faculty and community--positive personality	67	23.2
3. Orderly--good classroom management--general planning	48	16.6
4. Good pupil-teacher relationship	47	16.3
5. No answer	40	13.8
6. Leadership and cooperation	31	10.7
7. Working and planning with groups--children and adults	29	10.0
8. Has done well in all areas	26	9.0
9. Creating a good learning envionment by motivating and challenging	24	8.3
10. Use of materials and community resources	21	7.3
11. Extra class activities	18	6.2
12. Has done well in no areas	12	4.2
13. Good professional attitude	11	3.8
14. Keeping records and reports	11	3.8
15. Knowledge of children and handling of individual differences	10	3.5
16. Has done well in general--but not outstanding	7	2.4
17. Varied and good methods of teaching	6	2.1

Total principals responding - - 377

It is important that teacher education institutions be aware of the areas of difficulty experienced by their graduates. The principals of the school should be in the best position to recognize the areas of difficulty which beginning teachers have. Therefore, in Table 22a, which reports the responses of white principals concerning areas in which this teachers has had difficulty, there is valuable information for teacher training institutions. Working with children, classroom management, and discipline are the areas most frequently mentioned by these principals which caused the beginning teacher difficulty. These responses were mentioned by 22.8 per cent of the principals reporting. It might be significant that 22 per cent of the principals gave no answer to this item. This could mean that they were not aware of any areas of difficulty, or that they were not sufficiently familiar with the teacher to provide the necessary information. It is interesting to note that more than one-fifth of the principals report no areas of difficulty. This indicates a high degree of satisfaction with the beginning teacher.

The reports from the principals of the Negro teachers are listed in Table 22b. More than one-fifth of the principals are unable to answer this question, and 22 per cent report that working with children and discipline were the areas in which the beginning teachers had difficulty. Almost 20 per cent report no area of difficulty; however, 18.7 per cent report that the greatest area of difficulty is teaching a subject or grade. Close to 15 per cent say that teachers lack understanding of children. It is unique

TABLE 22a

PRINCIPALS' RESPONSES TO ITEM II, "LIST AREAS IN WHICH THIS TEACHER HAS HAD DIFFICULTY."--WHITE

Category	Number	Per Cent
1. Working with children--discipline	283	22.8
2. No answer	277	22.3
3. No area of difficulty	267	21.5
4. Teaching subject or grade	97	7.8
5. Personal adjustment--getting along with faculty	83	6.7
6. Lacks understanding of children	88	7.1
7. Organization and planning--curriculum development	74	6.0
8. Providing for individual differences--has difficulty instructing child on own level	72	5.8
9. Community and parent relationships	52	4.2
10. Reporting and record keeping--handling routine matters	44	3.4
11. Knowledge and application of methods and techniques	32	2.6
Total principals responding - - 1,241		

that the report of the principals of the Negro teachers closely corresponds to the report of the principals of the white teachers.

How teachers feel the pre-service program could be improved is reported in a preceding section. This may be compared with how principals feel that the program can be improved. The responses

TABLE 22b

PRINCIPALS' RESPONSES TO ITEM II, "LIST AREAS IN WHICH THIS TEACHER HAS HAD DIFFICULTY."--NEGRO

Category	Number	Per Cent
1. No answer	65	22.5
2. Working with children--discipline	64	22.1
3. No area of difficulty	57	19.7
4. Teaching subject or grade	54	18.7
5. Lacks understanding of children	43	14.9
6. Reporting and record keeping--handling routine matters	38	13.2
7. Personal adjustment--getting along with faculty	39	13.1
8. Organization and planning--curriculum development	24	8.3
9. Community and parent relationships	22	7.6
10. Providing for individual differences--has difficulty instructing child on own level	20	6.9
11. Use of materials--audio-visual	15	5.2
12. Knowledge and application of methods and techniques	15	5.2
13. Attitude toward teaching and professional ethics--lacks sense of responsibility	11	3.8
14. Poor in all aspects of work	9	2.8
Total principals responding - - 377		

for the principals of the white teachers are reported in Table 23a and for the principals of the Negro teachers in Table 23b.

TABLE 23a

PRINCIPALS' RESPONSES TO ITEM III, "INDICATE WAYS IN WHICH YOU BELIEVE THE PRE-SERVICE PROGRAM OF THIS TEACHER COULD HAVE BEEN IMPROVED."--WHITE

Category	Number	Per Cent
1. No answer	399	32.2
2. No suggestions--adequate and satisfactory	249	20.1
3. More opportunities for direct work with children--observation, practice teaching and extended internship	103	8.3
4. Help to understand growth and development of children--psychology	95	7.7
5. More emphasis on general and special methods	68	5.5
6. More provision for helping with routine and classroom problems--as discipline	66	5.3
7. Require all teachers to complete teacher education program	60	4.8
8. More emphasis on developing a cooperative attitude and good human relations	50	4.0
9. Develop a better attitude and understanding of professional ethics and responsibilities	47	3.8
10. Require they work in field for which they are prepared	47	3.8
11. More emphasis on understanding of the teaching field	46	3.7
12. Reports and record keeping	41	3.3
13. Stress on personal development and professional ethics	41	3.3
14. Help teacher anticipate grim realities to be encountered in field	40	3.2
15. Emphasis on planning with pupils and staff	31	2.5

Total principals responding - - 1,241

TABLE 23b

PRINCIPALS' RESPONSES TO ITEM III, "INDICATE WAYS IN WHICH YOU BELIEVE THE PRE-SERVICE PROGRAM OF THIS TEACHER COULD HAVE BEEN IMPROVED."--NEGRO

Category	Number	Per Cent
1. No answer	67	23.2
2. Reports and record keeping	47	16.3
3. Help to understand growth and development of children--psychology	41	14.2
4. More opportunities for direct work with children--observation, practice teaching and extended internship	32	11.1
5. More emphasis on developing a cooperative attitude and good human relations	31	10.7
6. More emphasis on general and special methods	29	10.0
7. Stress on self-development and professional ethics	25	8.7
8. Work with materials and aids to instruction--audio-visual	23	8.0
9. No suggestions--adequate and satisfactory	22	7.6
10. More emphasis on understanding of the teaching field	21	7.3
11. More emphasis on planning involving pupils and staff members	13	4.5
12. Develop a better understanding of community mores and activities	12	4.2
13. Develop a better attitude and understanding of professional ethics and responsibilities	10	3.5
14. More emphasis on teaching field	9	3.1
15. Help teachers anticipate grim realities to be encountered in the field	9	3.1

TABLE 23b--continued

Category	Number	Per Cent
16. Curriculum enrichment--extra class activities	7	2.4
17. More provision for helping with routine and classroom problems--as discipline	6	2.1
Total principals responding - - 377		

More than 50 per cent of the white principals have no suggestions for improving the program of pre-service education. This may mean that they are so engrossed in their own activities that they are not giving this any thought, or it may mean that they are very satisfied with the product that is coming to their schools. While a number of suggestions are made, the number of principals making any one suggestion is not very large. The three top ranking suggestions given by the white principals include ideas similar to those expressed by the teachers. There is a need for more opportunity for observation and participation. They also feel that the teachers need a greater understanding of human growth and development which will give them skill and ability to handle classroom procedures and discipline problems. A small number suggest the importance of better attitudes toward the profession and professional ethics.

Only 23 per cent of the Negro principals failed to answer this question. It is interesting that these principals feel that more emphasis should be placed on having the teachers understand how to develop reports and to keep records. Their next suggestion is to improve the teacher's understanding of children which would help them in their classroom management. They also suggest the need for greater opportunity to work directly with children in first-hand experiences. They are interested in teachers who have a co-operative attitude and who can maintain good human relationships. They see a need for a greater emphasis on general and special methods of teaching.

As was pointed out under the parallel question which was extended to the teachers; these suggestions, while not made by large numbers of principals, have important meaning to teacher education institutions.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Some general conclusions which can be made from this study are:

omit

1. Approximately one-half of the beginning white teachers and one-fourth of the beginning Negro teachers are prepared in institutions in states other than Florida.

2. Alabama makes the greatest contribution to Florida's supply of beginning teachers.

3. All counties employ beginning teachers. Counties draw most heavily from graduates of institutions located in or near them.

4. Graduates of Florida A. and M. University are found in most counties in Florida.

5. It was found that Most of the beginning teachers who are issued Temporary Certificates have deficiencies in professional preparation. However, approximately four-fifths have had some professional preparation.

6. White institutions in Florida, when ranked according to the percentage of the beginning teachers supplied the state, are: Florida State University, University of Florida, University of Tampa, University of Miami, Florida Southern College, John B. Stetson University, Rollins College, and Barry College.

7. Using the three measures of evaluation reported in this study, there is no significant difference between teachers prepared in Florida institutions and those prepared in institutions in other states.

8. Beginning teachers who have completed five years of college are more successful than those who have completed four years of college.

9. Principals rate beginning elementary and beginning secondary teachers approximately the same in effectiveness.

10. Beginning elementary teachers have a greater rapport with children and feel better about teaching than beginning secondary teachers.

11. Principals in their evaluation of teachers make no distinction between those who have Graduate Certificates and those who have Temporary Certificates.

12. Teachers who hold Graduate Certificates feel more kindly towards children and teaching than those who have Temporary Certificates.

13. Teachers who hold Graduate Certificates tend to rate their pre-service programs of teacher education higher than those who are teaching with Temporary Certificates.

14. Principals rate higher those teachers who are working in their fields of certification than those who are working out of their fields of certification.

15. Teachers who work in their field of preparation feel better satisfied with their pre-service preparation than those who are working out of their field of preparation.

16. There is no discrimination against teachers prepared by out-of-the-state institutions in assigning work out-of-field of certification.

17. Principals rate beginning teachers with Graduate Certificates as doing a more effective job the second year than the first year of teaching.

18. There is a significant relationship between the principals' and teachers' evaluation of the pre-service programs. However, there is little relationship between either the principals' or teachers' evaluations and the teachers' scores on the MTAI.

19. Teachers feel that the internship or student-teaching experience is the most valuable part of their pre-service program.

20. Teachers feel that those experiences on campus which help them to develop skill in human relations rank high among their pre-service experiences.

21. Teachers feel that foundation courses are valuable when accompanied by direct experiences with children and communities.

22. Teachers are critical of the foundation courses; one-third list them as of little or no value, but with many adding because they were not practical and carried no laboratory or field experience.

23. Teachers suggest that the teacher education programs can be improved by providing more field experiences and broader internship or student teaching programs.

24. Teachers want more help in understanding children and in the subject areas which they teach.

25. Principals feel that all teachers should be required to complete the full program of teacher preparation.

26. Many principals have no suggestions for improving the pre-service program of teachers. Apparently, they are satisfied with

the product they are receiving.

27. Principals feel that beginning teachers have done well in teaching their special subjects.

28. Principals feel that beginning teachers have their greatest difficulty in working with children, in classroom management, and in discipline.

29. Principals feel that the pre-service program could be improved by providing greater opportunity for direct work with children, broader internship, and more opportunity for observation and participation.

30. Principals feel that teachers need a greater understanding of human growth and development.

31. Negro principals feel that institutions should help teachers understand how to develop reports and to keep records.

32. Apparently, neither the beginning teacher nor his principal is as conscious of the need for greater mastery of subject matter in the teaching field as he is of the need for skill and understandings necessary to work with children and youth.

The findings of this study suggest the following recommendations:

1. Institutions preparing teachers should move as rapidly as possible toward a five year program of preparation. This need not be continuous study, but may provide for a few years of initial teaching before the fifth year is complete.

2. Institutions should emphasize the development of secondary teachers who have a greater concern for the over-all development of

children and youth.

omit

3. State Departments of Education should eliminate as rapidly as possible the certification of teachers who have not completed all phases of the teacher education program.

4. School administrators should avoid whenever possible assigning teachers to work out of their fields of preparation.

5. Institutions and cooperating public schools should take care to see that the internship or student-teaching experience is carried out under the most favorable circumstances. This appears to be the most impressive part of the pre-service program.

6. Institutions should give considerable attention to the campus experiences which tend to increase the students' skills and understanding in human relations.

7. Professors who teach professional courses should find effective ways and means of providing adequate laboratory experiences. This is especially true of the teachers of the psychological and sociological foundation courses in education.

8. Institutions should examine carefully the amount and nature of the work in psychological foundations and methods courses with the view of assisting the beginning teacher with problems of human relations and classroom management.

9. Subsequent follow-up studies of graduates of teacher education programs may be more effective if a study of greater depth and less breadth than this one is undertaken. It is the conviction of those who worked on this study that more reliable results would have been obtained if the sampling had been small enough to have

allowed observations by a trained team using the same yardstick of measure, rather than depending upon evaluations of principals, each having a different concept of "good teaching." The interview technique, if used with beginning teachers, would provide insights not revealed by responses on a questionnaire.

APPENDIX

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by

TEACHER EDUCATION ADVISORY COUNCIL

Gainesville, Florida
November 30, 1955

Under separate cover I am mailing you six copies of the evaluative instruments which we developed at the last meeting of the TEAC to be used in the follow-up study which is being sponsored by the TEAC.

I would appreciate it very much if you would get six people to try these instruments out and see if you can help us to discover any flaws in them. Please do this as soon as possible and send your findings back to me with the suggestions for improvement. We would like to have them ready for distribution early in January.

Kindest personal regards.

Sincerely yours,

J. B. White
Chairman, Committee on Research

JBW:pa

Mail to:

Dean J. B. White
College of Education
University of Florida
Gainesville, Florida

Cover letter to cooperating institutions with original forms.

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by:
TEACHER EDUCATION ADVISORY COUNCIL

______________________, 1959

County Superintendent of Education
County, Florida

Dear (Name of Superintendent) :

The Teacher Education Advisory Council is making a study of the effectiveness of the pre-service program of teacher education. This will be done by studying the beginning teacher in the state. For the purposes of this study, a beginning teacher is one who began teaching either in 1954-55 or 1955-56.

This study is being done without funds or special help. It can be accomplished only with the full cooperation of county school personnel, school principals, and beginning teachers.

The first task is to secure a list of all beginning teachers. The only accurate source is records in the office of the County Superintendent of Education.

Will you supply us with data about all the beginning teachers in your county? Blanks are enclosed for that purpose.

This is the first time that a systematic state-wide effort has been made to evaluate our teacher education program in the state. It will require a special effort on the part of many professional people. I am sure we can count on your assistance.

We would like to have the names of the beginning teachers within the next week or ten days.

Sincerely yours,

Thomas D. Bailey
Superintendent of Public Instruction

Cover letter to Superintendents

FLORIDA STUDY OF TEACHER EDUCATION
Conducted By
TEACHER EDUCATION ADVISORY COUNCIL

Please list below names of all beginning teachers in your county and indicate the school in which he/she is teaching and the principal of the school. List White and Negro teachers on separate sheets. If additional space is needed, list on added page, keeping columns in order.

NOTE: For the purpose of this study, a "beginning teacher" is any one who taught for the first time in 1954-55 or in 1955-56.

Beginning Teachers

County____________________________ **Race: White** ☐ **Negro** ☐

Name	Check Years Taught		College Attended	Name & Principal of School in which Teaching 1955-56
	54-55	55-56		

Signature of Person Filing This Report:________________________

Mail to: Dr. J. T. Kelley, Executive Secretary of the Teacher Education Advisory Council, State Department of Education, Tallahassee, Florida

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Form for listing of beginning teachers by County Superintendents

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by

TEACHER EDUCATION ADVISORY COUNCIL

Dear Supervisor and Principal:

The Teacher Education Advisory Council is making a careful follow-up study of all beginning teachers in the State of Florida. We hope to secure an accurate evaluation of the work of each beginning teacher. To do this we are asking your help in two things:

> First, we would like for you to give us your evaluation of the work of this teacher. A blank for that purpose is enclosed.
>
> Second, we would like for you to encourage each beginning teacher to take the Minnesota Teacher Attitude Inventory. We are sending a supply of these tests to the Supervisor in each county. We hope that the tests can be distributed to the schools and that the principals will encourage each beginning teacher to take this test. It will only require a small amount of time for the teacher and will give us additional data which can be used in the state-wide survey.

As has been pointed out before, this is a cooperative undertaking carried on by the Teacher Education Advisory Council and assisted by the State Department of Education, Florida Education Association and all of the teacher education institutions within the state. Your help will be greatly appreciated and will determine how effective this study can be.

Sincerely yours,

Thomas D. Bailey
State Superintendent of
Public Instruction

Enclosures

Cover letter to Supervisors and Principals, Original Form.

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by

Teacher Education Advisory Council

* * * * * * *

Evaluation Form for Principals and Supervisors

1. Name of beginning teacher ____________________M___F___

2. Year in your school: 1st__________ 2nd______________

3. Subjects or grade taught______________________________

4. College or University attended________________________

Please evaluate this teacher on the following items according to this scale:

So deficient as to endanger continued employment . .	1
Somewhat deficient	2
Satisfactory for a beginning teacher	3
As satisfactory as most experienced teachers	4
Outstanding among all teachers	5

		EVALUATION				
		5	4	3	2	1
I.	Personal and Social Qualities (This includes such characteristics as: appearance, health, disposition, ability to work with children and youth, with colleagues and members of the community.)					
II.	General Information (General knowledge and understanding of self, society, and the physical world.)					
III.	Knowledge of subject matter in present teaching area					
IV.	Professional Qualities (This includes such characteristics as: understanding children and youth, skill in methods of teaching, understanding the purposes of education, understanding the role of the school in society, the practice of professional ethics.)					
V.	Over-all effectiveness of the teacher					

Original Form.

Evaluation Form for Principals and Supervisors

1. List any areas in which the beginning teacher has done well.

2. List areas in which he has had difficulty.

3. Indicate ways in which you believe the pre-service program of this teacher could have been improved.

Name of evaluator________________________

Position______________________________

Return directly to: Teacher Education Advisory Council
Post Office Box _____
Tallahassee, Florida

Original Form.

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by

TEACHER EDUCATION ADVISORY COUNCIL
Tallahassee, Florida

MEMORANDUM TO: The Beginning Teacher in Florida

FROM: Thomas D. Bailey, Superintendent of Public Instruction

The Teacher Education Advisory Council, which is the legal advisory group to the State Department of Education on matters of teacher education, is making a careful study of teacher education as it affects the public schools in Florida. This study is including all teachers who began teaching in 1954-55 or in 1955-56. It is being done as a cooperative undertaking with the State Department of Education, the Florida Education Association, and the various teacher education institutions in the state. We are also asking the principals, supervisors, and beginning teachers in the state to cooperate in this study.

The purpose of this study is to improve the pre-service education in this state and also in the South. I might mention, by way of parenthesis, that the Southern Council on Teacher Education, which is composed of representatives from eleven southern states, has adopted this idea, and is encouraging each state to make a similar study of its beginning teachers.

We hope that you will cooperate by supplying the Teacher Education Advisory Council with two types of data:

> First, we would like for you to give your careful and sincere reaction to the enclosed questionnaire, evaluating your college program of teacher education.
>
> Second, we would like for you to take the Minnesota Teacher Attitude Inventory. This will take about thirty minutes of your time and will provide some objective and comparative data about the way you feel about teaching and children. I believe that you will find it interesting and unique. To save costs, all tests are being mailed to your county superintendent. You will mail the results to the Teacher Education Advisory Council.

Will you please fill out the questionnaire and send it to the Teacher Education Advisory Council by return mail? We are asking you to supply your name on this questionnaire because the data must be matched with other data on file in the State Department of Education. These statements will not be available to any of the school officials in your county, and no names will be used in the study.

Your cooperation will be greatly appreciated.

12-5-55

Cover letter to Beginning Teachers, Original Form.

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by
TEACHER EDUCATION ADVISORY COUNCIL

* * * * * * * * *

Self-Evaluation Form

1. Name____

2. Subject(s) taught__________________________________

3. Encircle grade(s) taught K 1 2 3 4 5 6 7 8 9 10 11 12

4. College or University attended__________________________

Indicate on the scale below your evaluation of your college preparation which enables you to deal with the problems or areas indicated:

Little or none	1
Some, but inadequate	2
Reasonably adequate, fairly satisfactory	3
Adequate	4
Extensive	5

		EVALUATION				
		5	4	3	2	1
I.	"Teaching personality" (This includes your ability to work with children, colleagues, and members of the community; to maintain an even and friendly disposition and live a well-rounded life.)					
II.	General information (This includes a general understanding of people and the world in which we live.)					
III.	Knowledge of subject matter which you teach					
IV.	Understanding of children and youth					
V.	Skill in methods of teaching					
VI.	Skill in pupil-teacher planning					
VII.	Understanding of the nature of the learning process					
VIII.	Knowledge of sources of teaching materials					
IX.	Knowledge and understanding of community life, its mores, and social institutions					

Original Form

Self-Evaluating Form

1. What aspects of your college preparation helped you most?

2. What aspects of your training have proved of little or no value?

3. Are there areas of need in which you have received little or no assistance?

4. What suggestions do you have for improving the teacher education program?

5. Did you complete an internship program?_____At what grade level?____ Subject_______________. Length of internship____________________.

Return directly to: Teacher Education Advisory Council
Post Office Box______
Tallahassee, Florida

Original Form

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by:

TEACHER EDUCATION ADVISORY COUNCIL

Dear Supervisor and Principal:

The Teacher Education Advisory Council is making a careful follow-up study of all beginning teachers in the State of Florida. We hope to secure an accurate evaluation of the work of each beginning teacher. To do this we are asking your help in two things:

First, we would like for you to give us your evaluation of the work of this teacher. A blank for that purpose is enclosed.

Second, we would like for you to encourage each beginning teacher to take the Minnesota Teacher Attitude Inventory. We are sending a supply of these tests to the supervisor in each county. We hope that the tests can be distributed to the schools and that the principals will encourage each beginning teacher to take this test. It will only require a small amount of time for the teacher and will give us additional data which can be used in the state-wide survey.

As has been pointed out before, this is a cooperative undertaking carried on by the Teacher Education Advisory Council and assisted by the State Department of Education, Florida Education Association and all of the teacher education institutions within the State. Your help will be greatly appreciated and will determine how effective this study can be.

Cordially,

Thomas D. Bailey
Superintendent of
Public Instruction of Florida

Enclosures

NOTE: Please mail your replies directly to: Dr. J. T. Kelley, Executive Secty.
Teacher Education Advisory Council
Tallahassee, Florida

Cover letter to Supervisors and Principals, Revised Form.

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by

TEACHER EDUCATION ADVISORY COUNCIL

Evaluation Form for Principals and Supervisors

1. Name of beginning teacher____________________ M___ F___

2. Year in your school: First_____ Second_____

3. Subjects or grade taught____________________________

This questionnaire is designed to secure the evaluation of the supervisory officials (principal and supervisor) of the knowledge, understandings, and skills of the beginning teacher in the areas covered in his college preparation. The purpose is to discover strengths and weaknesses in the teacher education program. To illustrate: a low evaluation on an item may point to failure in the college program to prepare adequately in this area. Do not respond to items on which you have no basis for making a judgment.

Please evaluate this teacher on the following items according to this scale:

So deficient as to endanger continued employment	1
Somewhat deficient	2
Satisfactory for a beginning teacher	3
As satisfactory as most experienced teachers	4
Outstanding among all teachers	5

	EVALUATION				
	1	2	3	4	5
I. Teaching personality					
a. Ability to work with children					
b. Ability to work with colleagues					
c. Ability to work with members of the community					
d. Ability to maintain an even and friendly disposition					
e. Ability to lead a well-rounded life — to enjoy work and play					
II. General knowledge and understanding of:					
a. Physical Sciences					
b. Biological Sciences					
c. American Culture and Institutions					
d. Art, music, literature, philosophy					
e. English — correct usage including ability to speak, read and write					

Revised

	EVALUATION				
	1	2	3	4	5
III. Knowledge and understanding of the subject areas taught					
IV. Understanding of children and youth					
a. Insight into causes of behavior					
b. Skill in working with children who differ -- the bright, the dull, the handicapped					
c. Skill in group work					
d. Skill in working with children in an orderly manner (discipline)					
V. Understanding of the nature of the learning process					
a. Skill in determining aims and objectives to be taught					
b. Skill in motivating students					
c. Skill in pupil-teacher planning					
d. Skill in using a variety of teaching methods					
e. Skill in evaluating individual growth and class procedures with pupils					
f. Ability to create learning situations that are meaningful					
VI. Knowledge of sources of teaching materials					
a. Printed materials					
b. Audio-visual materials					
c. Community resources and materials					
VII. Knowledge and understanding of the community. How satisfactory was your background in the study of community life which enables you to understand such factors as the following?					
a. The purposes of the school as related to the overall purposes of a society					
b. The social structure of the community and its meaning for education					
c. The institutions of the community					
d. The various community patterns of behavior and thinking					
e. The economic life of the community					

Revised

Evaluation Form for Principals and Supervisors

1. List areas in which this teacher has done well.

2. List areas in which this teacher has had difficulty.

3. Indicate ways in which you believe the pre-service program of this teacher could have been improved.

Name of evaluator ______________

Position ______________

Return directly to: Dr. J. T. Kelley, Executive Secretary
Teacher Education Advisory Council
State Department of Education
Tallahassee, Florida

Revised

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by

TEACHER EDUCATION ADVISORY COUNCIL
Tallahassee, Florida

MEMORANDUM TO: The Beginning Teacher in Florida

FROM: Thomas D. Bailey, State Superintendent of Public Instruction

The Teacher Education Advisory Council, which is the legal advisory group to the State Department of Education on matters of teacher education, is making a careful study of teacher education as it affects the public schools in Florida. This study is including all teachers who began teaching in 1954-55 or in 1955-56. It is being done as a cooperative undertaking with the State Department of Education, the Florida Education Association, and the various teacher education institutions in the State. We are also asking the principals, supervisors, and beginning teachers in the State to cooperate in this study.

The purpose of this study is to improve the pre-service education in this State and also in the South. I might mention, by way of parenthesis, that the Southern Council on Teacher Education, which is composed of representatives from eleven Southern States, has adopted this idea, and is encouraging each state to make a similar study of its beginning teachers.

We hope that you will cooperate by supplying the Teacher Education Advisory Council with two types of data:

> First, we would like for you to give your careful and sincere reaction to the enclosed questionnaire, evaluating your college program of teacher education.
>
> Second, we would like for you to take the Minnesota Teacher Attitude Inventory. This will take about thirty minutes of your time and will provide some objective and comparative data about the way you feel about teaching and children. I believe that you will find it interesting and unique. To save costs, all tests are being mailed to your county supervisor. (See Note)

We are asking you to supply your name on this questionnaire because the data must be matched with other data on file in the State Department of Education. These statements will not be available to any of the school officials in your county, and no names will be used in this study.

Your cooperation will be greatly appreciated.

NOTE: As soon as you have completed the questionnaire or the inventory, please mail each to: Dr. J. T. Kelley, Executive Secretary, Teacher Education Advisory Council, State Department of Education, Tallahassee, Florida.

Cover letter to beginning teachers, Revised Form

FLORIDA STUDY OF TEACHER EDUCATION

Conducted by

TEACHER EDUCATION ADVISORY COUNCIL

TEACHER

Self-Evaluation Form

Name____

Subjects taught__________________________________

Encircle grades taught - K 1 2 3 4 5 6 7 8 9 10 11 12

College or University attended_______________________

Undergraduate major______________________________

Certificate: Number__________ **Type**__________________

Subjects covered________________________________

We recognize that you have had many experiences which contribute to your effectiveness as a teacher. This questionnaire seeks your reaction to those experiences which you had during your college career which did or did not contribute to your needs as a teacher.

To what extent do you feel that your college experiences were satisfactory or unsatisfactory in equipping you with the necessary skills and understandings in the areas indicated below. Use this scale.

I feel very dissatisfied 1
I feel somewhat dissatisfied 2
I feel neither satisfied nor dissatisfied 3
I feel fairly satisfied 4
I feel very satisfied 5

* *

To what extent did your college experiences help you in developing?	**EVALUATION** 1	2	3	4	5
1. Your teaching personality					
a. Ability to work with children					
b. Ability to work with colleagues					
c. Ability to work with members of the community					
d. Ability to maintain an even and friendly disposition					
e. Ability to lead a well-rounded life--to enjoy work and play					

Revised Form

	EVALUATION				
	1	2	3	4	5
2. Your general knowledge and understanding of:					
a. Physical sciences					
b. Biological sciences					
c. American culture and institutions					
d. Art, music, literature, philosophy					
e. English -- correct usage including ability to speak, read and write					
3. Your knowledge and understanding of the subject areas which you teach					
4. Your understanding of children and youth					
a. Insight into causes of behaviour					
b. Skill in working with children who differ -- the bright, the dull, the handicapped					
c. Skill in group work					
d. Skill in working with children in an orderly manner (discipline)					
5. Your understanding of the nature of the learning process					
a. Skill in determining aims and objectives to be taught					
b. Skill in motivating students					
c. Skill in pupil-teacher planning					
d. Skill in using a variety of teaching methods					
e. Skill in evaluating individual growth and class procedures with pupils					
f. Ability to create learning situations that are meaningful					
6. Your knowledge of sources of teaching materials					
a. Printed materials					
b. Audio-visual materials					
c. Community resources and materials					
7. Your knowledge and understanding of the community. How satisfactory was your background in the study of community life which enables you to understand such factors as the following?					
a. The purposes of the school as related to the over-all purposes of a society					
b. The social structure of the community and its meaning for education					
c. The institutions of the community					
d. The various community patterns of behaviour and thinking					
e. The economic life of the community					

Revised Form

Self-Evaluation Form

1. What aspects of your college experience helped you most?

2. What aspects of your training have proved of little or no value?

3. Are there areas of need in which you have received little or no assistance?

4. What suggestions do you have for improving the teacher education program?

5. Did you complete an internship program?_____ At what grade level?______

Subject________________________________Length of internship________________

6. Additional comments:

Return directly to: **Dr. J. T. Kelley, Executive Secretary**
Teacher Education Advisory Council
State Department of Education
Tallahassee, Florida

Revised Form

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